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## ABSTRACT

In fall 1992, San Jose City College (SJCC) in California developed Afternoon College to determine if afternoon hours could be scheduled effectively by offering a coherent block of transfer courses. Afternoon College was designed to offer the college's entire 39 units of general education in a 1- or 2-year rotation. Project goals included the more efficient utilization of facilities not being used adequately in the afternoon; accommodation of the scheduling needs of working students; and provision of alternative times for students to enroll in Biology, English, Geology, History, Humanities, Mathematics, Philosophy, Political Science, Psychology, and Speech courses. First-year activities included identifying and scheduling the courses and times, scheduling precollegiate skills courses in adjacent time slots, obtaining support from full-time faculty, publicizing the program, and developing a class cancellation policy. In fall 1992, 257 students enrolled in 7 general education (GE) courses and 1 precollegiate skills class; and 251 students enrolled in 5 GE courses and 2 precollegiate skills courses in spring 1993. The program received strong support from full-time faculty, lending credibility to the program. Productivity ratios were near the all-college average, and facilities utilization improved. Informal surveys indicated that block scheduling added a convenience and coherence that made afternoon classes appealing to many students, though most students chose the afternoon times because other sections were full. SJCC plans to continue the program as a valuable alternative scheduling pattern. A description of Afternoon College and answers to questions concerning faculty incentives, effects on specific groups of students, and other concerns raised by workshop attendees are included. (KP)

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ED 370 624

# Afternoon College: A Self-Contained Afternoon Scheduling Approach at San José City College

A Workshop Presentation  
for the  
Chancellor's Office 3rd Annual Spring Conference

William Kester, Dean of Humanities and Social Science  
Karen Sue Grosz, Dean of Language Arts  
James Samuelson, Dean of Mathematics and Science

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## Executive Summary

# Afternoon College: A Self-Contained Afternoon Scheduling Approach at San José City College

### **BACKGROUND**

San José City College developed Afternoon College in the Fall of 1992 to determine whether afternoon hours could be scheduled effectively by offering a coherent block of transfer courses. Goals of the project include more efficient utilization of facilities, accommodating scheduling needs of working students, and providing alternative times for students to enroll in impacted courses.

### **STATUS**

In Fall 1992, 257 students enrolled in eight General Education courses; 251 students enrolled in seven courses offered in Spring 1993. Courses were offered in Biology, English, Geology, History, Humanities, Mathematics, Philosophy, Political Science, Psychology and Speech. The program has received strong support from full-time faculty, which adds credibility to the program.

Despite the nontraditional scheduling times, productivity ratios for the program as a whole are near the all-college average, and FTES income is adequate to support the program at this level. Facilities utilization has improved, supporting college proposals regarding needed facilities.

Although we expected scheduling options for working students to be of primary value to students, informal classroom surveys did not support this hypothesis. Afternoon College provided optional sections of required courses for students when other sections were full. Classroom surveys indicated this to be the most common reason students moved to the afternoon pattern. Block scheduling added a convenience and coherence (a student may take their entire GE pattern in this time block) to the alternative that made afternoon classes appealing to many students. Afternoon enrollments in science, mathematics and English are expected to grow as students become familiar with the afternoon scheduling option and as morning and evening sections become increasingly more impacted.

The program is being continued in 1993-94 based on the success of the first year pilot. A course in Japanese Culture is being added in Fall 1993, and additional sections of General Education courses with high enrollment demand will be added as growth and resources warrant. The availability of additional sections of impacted courses are likely to add to the success of the program, so expanded marketing efforts are planned, focusing on the benefits of block scheduling.

Workshop Proposal  
Chancellor's Office 3rd Annual Spring Conference  
April 13-15, 1994  
San José, California

**Afternoon College:**  
A Self-Contained Afternoon Scheduling Approach  
at San José City College

**Workshop Presenters**

William Kester, Dean of Humanities and Social Science  
Karen Sue Grosz, Dean of Language Arts  
James Samuelson, Dean of Mathematics and Science

**Workshop Description**

The Commission on Innovation's draft report, "Choosing the Future," includes a recommendation that colleges be required to implement afternoon instruction before additional new facilities are approved. San José City College developed a new "Afternoon College" in the Fall of 1992 based on a coherent block of transfer courses. Goals of the program include more efficient use of facilities, accommodating schedules of working students and providing additional sections of impacted courses. This presentation includes criteria for course selection, the first year's schedule, program results to date and plans for further development.

**Workshop Objectives**

1. recognize the significance of developing an afternoon scheduling strategy as a component of long range curriculum and facilities planning;
2. assess the value of implementing a coherent block schedule approach rather than a random, disconnected approach; and
3. utilize materials from the workshop as reference models or prototypes.

## Afternoon College: A Self-Contained Afternoon Scheduling Approach at San José City College

William Kester, Dean of Humanities and Social Science  
Karen Sue Grosz, Dean of Language Arts  
James Samuelson, Dean of Mathematics and Science  
San José City College

*(Note: this transcript has been edited for clarity, continuity and coherence.  
An unedited copy is available on request from the authors. --Ed.)*

*The recording for this session begins with the presentation in progress, shortly after the welcoming statement by panel moderator William Kester and the introduction of co-panelists Karen Sue Grosz and James Samuelson, all from San José City College. The presentation began with a summary statement that Afternoon College was created to provide a coherent block of General Education courses that would allow a student to complete all required General Education courses in a consistent afternoon time format. Copies of overhead slides and supporting documents distributed at the workshop follow the transcript.*

### William Kester:

In terms of historical patterns and strategic concerns, we have had at San José City College a long tradition of morning and evening scheduling patterns that are characteristic at most California Community Colleges. That's because that is when concentrations of students seem to be interested in attending, so you'll have classes at 8, 9, 10, and 11. These classes will fill. You'll also have packed classes in the evening. But characteristically we've had a gap in the afternoon that didn't have the number of offerings, didn't have the kind of attendance we experience at other times. Classes that were offered during those afternoon time periods were uncertain of being held due to college cancellation policies, so there wasn't the same kind of strength in the afternoon offerings as in the morning and evening hours.

We have also been innovative with accelerated programs, satellite programs, and weekend schedules in which students can take a complete General Education curriculum or transfer curriculum or an occupational curriculum by attending only on weekends, by attending only an accelerated program, or by attending only at a satellite location. We have tried to package things in a variety of our programs with some thought as to how the student can not only get into the college but how they can complete the program they have selected. We're interested in retention and

success as well as access.

The patchwork of afternoon courses that we have traditionally offered has varied by discipline. There are some disciplines that characteristically have always scheduled afternoon classes — science labs for example -- probably every college in the system has afternoon science labs. Some of the studio art classes also do very well in the afternoon, as do other courses in which large blocks of time are needed for students to work independently, to develop a concept and evolve it. Afternoon classes do very well in some of those situations. There are also occupational curricula with 35 hours-a-week schedules--like cosmetology, dental assisting, or nursing--that involve day-long programming, and certainly the afternoon is part of that. But there has been no concentrated, intentional, coherent approach to afternoon scheduling at our college prior to our putting this plan together.

A few years ago, Michael Maas came to the college and did a consultation with us. Some of you may have worked with Michael Maas — anybody familiar with his consulting work? He's a facilities master plan consultant. He does outstanding work, and we found our affiliation with him to be quite beneficial to the college. He and his team came in and we developed an educational facilities master plan. This was a comprehensive document that involved many of the things that we would typically include in a strategic plan for the college. In fact, later when we were revising our strategic master plan, we used some of the templates from Michael Maas' group and associates in developing the templates--modifying the facilities master plan templates for our strategic plan.

One of the things Michael Maas talked about with us was that because we're an older college (75 years old), and the site we're on was originally a technical high school, it has been difficult for us to update our facilities to have our campus reflect the state-of-the-art programs that we try to provide instruction in. So he said, "You're going to have a problem in ever getting the facilities that you need until you start filling in those afternoon hours." The state looks at your efficiency of facilities use, and if they see open spaces of time in the afternoon you're not really going to get the funding you want for facilities expansion. Well, we knew he was right. And we had said it to ourselves before, but somehow it had a stronger impact coming from him. It was like somebody saying something you needed to hear.

In addition, we have realized that in order to deal with shrinking financial resources, we must use our resources more efficiently, more effectively, and using the available classrooms of the main campus site more effectively could be a cost cutting strategy for us as well. So for these reasons we decided that we would develop an Afternoon College.

The president, Del Anderson, assigned us as a team of three deans to work on this project together. One of the things we realized early was that this was the first time we really sat down to work collaboratively to develop our schedules. One of the biggest pleasures for me was to realize what we could do if we simply started working across boundaries in that way. That was a very



pleasurable byproduct of this project.

In Fall 1993, after we had been doing the Afternoon College for a year, the Commission on Innovation was working in consultation with the Board of Governors and came out with a number of recommendations. One of their recommendations was that funding criteria for new facilities on campuses include as one consideration whether that campus had filled in their afternoon scheduling times. We realized then that our project was not only important to us locally, it was a model of possible value for other colleges and districts in the system.

And now I'd like to turn it over to Karen to talk a little bit about the goals and objectives of our proposal.

**Karen Grosz:**

In addition to what Bill has already mentioned, the deans decided that it would make sense for this afternoon schedule to have a coherent block of courses and times. A student then can select courses just within that afternoon segment of the college program and meet graduation requirements or meet transfer requirements. We felt it was important not to allow two necessary courses to compete. Rather, we scheduled them in such a fashion that a student could take more than one course at a time, and that meant working cooperatively, as Bill just mentioned. We felt it was important to look at transfer general education courses as a focus, especially at the beginning, because we couldn't offer everything at once. We felt that we would start with the general education pattern and begin with those courses. That meant offering the transfer level English composition class that we have within our G.E. pattern, a Humanities 1 or 2 course involving the arts and literature, courses like history, speech, math, philosophy, geology, biology, etc. These were the courses that we targeted initially and felt should be part of this afternoon schedule.

We recognized immediately that this allowed for more efficient use of facilities. In many instances divisions had classrooms empty for a long stretch in the afternoon, and I'm not sure that it's just that students want their classes in the morning and the evening. My own recognition has been that it is also faculty who tend to want their courses in either the morning or evening but not typically in the afternoon. They like to leave at noon or arrive at about 6 o'clock at night, one or the other. So, again we realized that the Afternoon College really did allow for better scheduling of courses if we could put some general education, graduation courses in those afternoon time blocks.

We also discovered that it did in fact accommodate student work schedules. Students don't just work in the afternoon, but they also sometimes work morning shifts or night shifts, and consequently the afternoon time block actually satisfied the needs of a certain segment of the student population that people hadn't previously recognized because everyone was shy of offering classes in that time period fearing that they would have to be cancelled for insufficient enrollment.

We also discovered that classes in the afternoon hours provided alternatives for impacted



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courses. We have a number of classes at San José City College that fill very quickly and close, and when we opened up the Afternoon College classes, we discovered that they attracted not just the students who have odd work hours but also students who could not get into these impacted courses who were happy to enroll in an afternoon class because it fulfilled a need -- a freshman composition class, for example, or a math class that the student needed in order to transfer. And the student was able to take that class in the afternoon when it wasn't available at any other time in the schedule. I'll turn it over now to Jim - oh questions -- yes?

**Question:** *What incentives were used to induce faculty, full or part-time, but particularly full-time faculty to be involved in this program when they traditionally have been more interested in a morning program or an evening program?*

**Karen Grosz:** I can only speak for myself, and I'm the Dean of Language Arts, so I'll encourage Jim and Bill to fill in for their divisions -- their areas. In Language Arts one of the things I am able to do for full-time faculty is offer them a four day schedule instead of a five day schedule, so that they can have Fridays off. For a lot of full-time faculty that's as big an incentive as leaving at noon.

**James Samuelson:** Well in my area the participation by an individual faculty member would be with a single course, so only a percentage of their loads would be affected. Again the four day schedule made it attractive. I have some faculty in my division who do not like to get up early in morning, and they are very willing to trade an 8 and a 9 o'clock class for an afternoon class. I have had no trouble getting people because they volunteered to take afternoon classes. They like them--not everybody--but I have not had trouble, because I have had people offering to do it.

**William Kester:** I've used a couple of approaches to induce faculty to be interested in the program. One of the things that I did in my area--which is in the Humanities, Fine Arts, and Social Sciences--is to put the afternoon classes, in most cases, on a mini-semester schedule that is a twelve week schedule. So instead of having a 17.5 week program they had a twelve week program. Also, because of the nature of the courses, they could teach the class one day a week as they would an evening class, and as a result there were a number of things that were starting to look pretty good there. In some cases I really had a choice of instructors. They were excited about it. I think also there was a kind of professional zeal about it--that they believe in this project and there were some instructors who said, "Yes, we have students who have work schedules that we think will be better served by being involved in this." Staffing sections turned out not to be a particular problem, and in the first year the majority of the instructors we used in the program were full-time instructors. It's interesting. I anticipated that that might be a problem, but as it turned out it worked out well.

**Karen Grosz:** Right. And I should probably recant one comment I made in my earlier remarks. We have faculty at San José City College who really are dedicated to meeting student needs. It's easy for a dean to say, "Oh faculty would never go for that." But, Bill is correct. We discovered there were a number of faculty quite willing and actually eager to teach in the afternoon. It wasn't a problem, but we have not coerced people. If individuals are not interested in the afternoon program then we do not coerce them or force them to teach in the afternoon.

**Question:** *Were there contractual issues that you had to consider because you were altering either full-time or part-time faculty scheduling patterns?*

**Karen Grosz:** The answer is no. We had no contractual difficulties that I'm aware of in terms of scheduling individuals.

**Question:** *Were there also incentives for part-time faculty?*

**Karen Grosz:** Part-time faculty are involved also, and yes, in some instances it fits their schedules, and they were delighted. Especially, as Bill mentioned, we have made a number of these classes part of the mini-semester, so that it's on an accelerated time block. That served a number of part-time faculty quite well.

**James Samuelson:** In my area afternoon scheduling allows for more flexibility, in a way, because part-timers could then put an afternoon class together with an evening class if they wanted to do more than just a 20% load or something.

**Question:** *Did you find that this attracted high school students to City College?*

**William Kester:** Not particularly.

**Karen Grosz:** In Dill's area, no; in my area, yes. In English we now have some classes at satellite locations specifically for high school students in both the freshman composition and the class immediately before freshman composition. Yes, it has attracted those as sort of an appendage or an afterthought. It was not something we anticipated up front, but it came out of adding the afternoon classes to the schedule.

**Question:** *Do you find student athletes are better served by the program or were they not particularly well served by the program?*

**William Kester:** I don't know the answer to that one.

**Karen Grosz:** That's a good question. We've done a number of statistical studies on our programs. I'm not sure that we have specifically targeted how the programs in this afternoon block are serving student athletes. It's a good question. I'm really not sure. It's possible that the Dean of Athletics and P.E. would be able to answer that question, and we probably should go to him and ask.

**Question:** *There were eight classes in one semester and 9 in the other. How many of these were taught by full-time and how many of these were taught by part-time instructors?*

**William Kester:** Kind of getting ahead of me a little bit, but let's see here.

**Karen Grosz:** Maybe we should move on.

**Question:** *Did you take into consideration the impact on foreign students who pay full tuition costs and the fact their enrollments would not impact full classes in the morning or the evening if they were redirected into the afternoon program?*

**William Kester:** We did not make that a focus of the program. I do think there has been some significant enrollment by foreign students in the afternoon program, maybe because when they came to enroll there were still spaces left in those classes. In addition to that, I should have mentioned earlier that our ESL program in the afternoon is huge. ESL is the largest single discipline in the district and many sections are offered in the afternoon.

**Karen Grosz:** Right. So for our second language students that's the time block that they are used to anyway. So focusing on the G.E. transfer courses just meant that they could easily transition into those courses because they were already occupying that time slot.

**Question:** *Before you get into analysis, can you focus a little bit on the class schedule? Did you publicize the afternoon classes in a separate section or did you just have a blurb on the fact that there is an afternoon section and then say look in the schedule to find the classes?*

**William Kester & James Samuelson:** That's part of the next section. You're anticipating some of the things we're planning on covering. Maybe I'll move us forward to the next slide here and ask Jim to discuss a little bit the blueprint for the first year.

**James Samuelson:**

The concept grew out of discussions at a series of deans meetings in which we realized that we were not using our facilities adequately in the afternoon. The conventional thinking on the

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campus began *"We can't get students to take afternoon classes because...."* And one of the main objections from the counseling area was that it is difficult to get a student to enroll in the afternoon if there is only one class there for them. Of course the concept of the Afternoon College was to offer the entire 39 units of general education, and that was our focus in the afternoon--to set up an actual block schedule with either a two year rotation or a one year rotation so that students would know that in a two year period they could complete the 39 units of general education.

Now we didn't deal with major courses because we were focusing on general education and major courses were something deliberately left out. I suppose, as time progresses and enrollments grow, we can start offering major courses in the afternoon as well. We haven't really dealt with that issue. Students would still be taking their major courses in either the morning or the evening.

In selecting courses, one difference for an Afternoon College student is that when they take, say, a social science course, they take the one we've picked for them and blocked in. They do not have a variety or menu to pick from. We just didn't feel we would have enough students originally to do that. In setting up and picking the courses, we relied very heavily on the different G.E. patterns that are involved for our students. We have the G.E. pattern for the two year student that wants to graduate at San José City College with an Associate Degree. We have the IGETC pattern, and we have also the CSU system G.E. patterns. All of them have some slight differences, but what we tried to do then in building our 39 units of General Education was to pick courses that satisfied all three of those situations to give the students transfer capabilities. That was our goal for the courses we picked. So, for example, in mathematics we picked Math 61--which is finite math--because it's on the IGETC list, it transfers to both UC and CSU as a college level math course, and it can be used for our own graduation pattern. That's just an example of how we selected courses.

One difficulty we had was with the laboratory science course that's required in the IGETC pattern, because you need a three hour block for the lab, so we designated one of the days and set that aside. We set a Thursday afternoon aside--a three hour block for our science lab--and then built the rest of the pattern around that.

What about the times for our courses? Well, afternoon to us meant 1 o'clock to 5 o'clock; that was how we defined it. We did do some novel things. For example, the mathematics course--and I should mention that we scheduled a precollegiate course in mathematics and a precollegiate course in English to accommodate students who wouldn't quite be ready to go into the college level courses--we scheduled a precollegiate, 5 unit Math 13 course early in the afternoon in the first time slot at 1 o'clock. We did this both in the math and English areas. So, in your schedule you'll notice the Math 13 and the English 92 are scheduled earlier than the transfer level offerings. The mathematics is built into the period 1 to 2; the English started a little earlier, I guess at 12 to 1...

(William Kester: Jim's referring to this chart that's in your packet.)

...so that students who needed to do additional preparatory work in either of those two areas could do that and could also take other courses that didn't have those as prerequisites.

**Question:** *Just a clarification on the Math 13 course--it looks like it starts a little before 1 o'clock?*

**James Samuelson:** Well, we did that adjustment to attract students to the course; we scheduled it Monday through Thursday rather than Monday through Friday. To make the total class time for the course conform to the Title 5 outline we did a little bit of playing around with the starting and ending times--that class runs from 12:55 to 1:58. We had trouble with the scheduling office because that was not built into their computer system.

**Question:** *Math 13 is Intermediate Algebra?*

**James Samuelson:** Right. That's Intermediate Algebra. We only built into the Afternoon College the one course prior to college level. We did not go two levels deep. We used flyers to publicize--to be distributed around the campus through the classes, and so on. In our class schedule every semester we list the Afternoon College sections in the regular listings along with all the rest of the sections for whatever course it is, but we also have a separate section in the schedule just called Afternoon College dealing with the description of the block program, how a student can get the 39 general education units in a two year period, and then an indication of what they could take for that particular semester.

**William Kester:** This graph illustrating the courses and times for Fall and Spring semesters was used in a flyer we developed and there's some copy in your packet that was developed for the flyer, but the flyer itself was so successful that we don't have copies to share with you. They all got snapped up. But they did include photos of instructors and students in classroom situations and focusing on the diversity of our campus. We're a new majority campus, and we wanted to be sure our pictorial images reflected that. We also included this graph so the student could see what the sequence could be if they wanted to complete their general education pattern in the afternoon.

Just a side note for anybody who wants to rip off the idea--this chart was developed by using an Excel spreadsheet which seemed like it was a useful tool for doing this kind of thing.

**James Samuelson:** We also really wanted this program to go. The deans' council bought into it and wanted to try it and we had the support of the Vice President of Instruction and the College

President. So we did establish the policy that the first year the courses were going to be offered no matter what. Whatever the enrollment was. Now the enrollment's turned out to be fairly decent. As it turned out we didn't have to face the problem anyhow, but before we even started we agreed that we would offer the courses even if they were very small enrollment.

I did want to mention a couple of other things that have happened. This is our second year now, or our 4th semester, and some things have happened--we also did not want to be totally inflexible about it. If something didn't work, we wanted to be able to make changes. For example, we picked the geology class as the one and only physical science with lab class for students to take. The first semester we had an enrollment of 17 students in the lecture part and only 6 in the lab. It didn't appear that was a very good choice for us to make. The next year we have switched that to a chemistry course which still meets the same G.E. requirement, and it has had a much higher enrollment. So we have made changes like that as time has gone on. I think it is important to be able to do that--not just get locked into one thing if it doesn't work.

**Karen Grosz:** Someone had asked earlier how the full-time faculty had bought into this. In the Language Arts area, we have a significant proportion--it's a majority--of the faculty teaching in the Afternoon College who are full-time. For next year, for the first time, I have a full-time faculty member demanding a Friday afternoon class--from 1 to 4 on Friday--which isn't even really part of this, but I couldn't believe anyone would want to teach on a Friday afternoon. But, she's convinced the class will go, and she's really excited about it.

**James Samuelson:** One other thing worked well for me in the sciences area. We normally have in our lab science courses a double-sized lecture and two separate labs. We have to have small labs because we only have 28 stations in our science laboratories. That's the maximum lab size, but we put two labs of 28 together into one large lab--or 56--with the lecture. The Afternoon College worked well in that we could schedule the lecture for the Afternoon College and its lab together with a lab in the morning for the morning students and get our 56 students that way. That was another extra thing that came out of it that we weren't even considering originally when we set up the program.

**William Kester:** I'd like to go back to your point about the courses being offered regardless of enrollment the first year. That was another factor that supported our being able to get full-time faculty interested in being involved in the program. Faculty realized going into this--because of our past traditions--that it might be a risky assignment. They might have raised questions such as, "Do I want to accept an assignment that may be cancelled for low enrollment?" And when the college administration said, "We're behind this, we want this to go. We think it needs at least a year to have a fair trial. It's not a huge economic commitment on the part of the college relative to our total resources. We're behind this and we're willing to hold those sections with those enrollments even if they're lower than our standard cancellation rate." That made a difference too.



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Faculty then could say to themselves: "Oh, I'm not sticking myself out on a limb on behalf of the college. The college is with me on this." That was a very important selling point I think.

**Question:** *How many of the students in Afternoon College are full-time, and what kind of counseling services are available to them? Are they comparable to the other day times?*

**Karen Grosz:** I'll answer the second part of the question and leave the first part for someone else to answer. Yes, we do have counseling services available. That has not been a problem.

**William Kester:** I would say that counseling services are comparable to what they would be in the morning, the evening or any other time. As for the enrollment, you touch on a good point, because a primary group we wanted to attract was program-takers, not separate course-takers. I can't give you a number or a percentage figure, but our sense is that most of the students in Afternoon College are people who are taking full programs. And you know there is a range of opinion about what a full program is. We typically think of 12 units as a full program, and there might be some students who are taking six or eight units, but not single course-takers the way we get in the evening or on Saturday.

**Question:** *Have you considered integrating Afternoon College with vocational programs into a block concept where you integrate the general education component with the vocational program?*

**William Kester:** No we haven't got that far yet, but that's a wonderful suggestion for us to look into.

**Question:** *How do you accommodate faculty meetings that are characteristically held in the afternoon without being in conflict with Afternoon College?*

**James Samuelson:** Well in the lab sciences, for example, almost all of the faculty are teaching all afternoon long-- from 1 to 4 even if they're "morning instructors" because the science labs are mostly in the afternoon. All of our meetings are scheduled at 4:00. That's just the way it is. That is the only time we can all get together, so that's when we have to have our meetings.

**William Kester:** I think we haven't been able to solve that problem. No matter what time you schedule a meeting in today's academic reality, there's going to be an instructor in class that there is a conflict for--no matter what afternoon you pick or what time of the day you pick. There is a certain amount of that I'm willing to live with, and I sense my colleagues are willing to live with, in order to accomplish something that's worthy of being done.



**Karen Grosz:** In Language Arts, what I've done is to vary the date of division meetings and also to invite hourly faculty who teach at night to attend if that's an evening when they would be teaching or that's a day they would be teaching in the evening. But you're right: there is no way to avoid the conflict.

**James Samuelson:** Right. Especially for college-wide or district-wide committees--they're going to be called at all different times of the day, and some people just wouldn't be able to participate when they're teaching in the Afternoon College.

**Question:** *Have you surveyed the students to find out what they like about the program or don't like about the program?*

**William Kester:** We haven't conducted a paper survey, but I think one of the things we have done is assume that students vote with their feet. In the analysis portion we talk about how they did that, by enrolling in a given class or not.

**Question:** *I mean are they coming back? If they students are there in the Fall, are they coming back in the Spring? Are these new students each semester?*

**William Kester:** Some of each.

**Question:** *What about retention? Are they staying in the classes?*

**William Kester:** Yes. As well or better than other classes at other times of the day.

**William Kester:** OK. Let's move into the analysis of the first year results.

In the fall of 1992 we enrolled 257 students in seven general education classes and one pre-collegiate skills class with sections averaging 32 students per section. This was beyond our wildest dreams. We were concerned -- could we get 20? The average-- it's true Jim mentioned that we had one class with low enrollment in the science area -- but the average was in excess of 30! We were staggered by that positive a result in the first semester that we tried Afternoon College, because in the first semester we didn't have enough lead time to get it incorporated into the class schedule. So, it was on the basis of the flyer that we attracted the students.

In the second semester we had a comparable number, 251 students in 5 G.E. classes and two pre-collegiate skills classes with an average of 36 students per class--a smaller number of classes but a higher average number. The weekly student contact hours per full-time equivalent faculty member is one of the ratios that is used by many colleges--I imagine most of you are

**Afternoon College Transcript**  
**Chancellor's Office 3rd Annual Spring Conference**

familiar with the term WSCH/FTE--as a means of looking at effectiveness in terms of productivity and efficiency kinds of things. In the Fall that was 468, in the Spring it was 448 for a 459 overall average. This isn't outstanding. If that were the all-college average we'd have real concern, but for the afternoon, which was a dead period of the day, we felt this was a very respectable kind of result to be showing. We expect that as the program develops there may be some improvement in that figure.

**William Kester:** The availability of alternative times for required courses was the primary reason students enrolled. The basis for this statement is that a number of the instructors, while we didn't conduct a paper survey, did ask in the classroom, "Why did you enroll in this class?" The overwhelming response from the instructors that I heard from was, "It was a course that I wanted, and I couldn't get it at some other time that I wanted, and it fit into my scheduling program, but I'm taking courses in the evening as well, or I'm taking courses in the morning as well." And this again was not the response we anticipated. We were thinking we were going to capture a group of people in the afternoon who hadn't been coming here, or people who could attend in the afternoon but not some other time because of their work schedules. Well, people were putting together a comprehensive program and using the afternoon classes to do it!

I believe we did something right in the packaging of the program that made it apparent to counselors that afternoon was a time they could look to when a student says, "I need to get my social science U.S. history requirement completed. Counselors were actively thinking, "Afternoon College." Students were actively thinking, "Afternoon College." Teachers, who were planning for next semester, said, "Oh, by the way, I'll be teaching a class at such and such a time on such and such a day." This attracted people through the one-to-one kind of recruitment that we know is one of the most effective — one-to-one.

And the facilities utilization improved as a result. Because we had these seven or eight classes--depending upon the semester--that were utilizing rooms during afternoon times that we had not been using before, it was a successful program. It was sufficiently cost effective; it was sufficiently effective in terms of meeting our goal to offer a comprehensive general education pattern during a time of low use, so, the efficiency of facilities utilization was also improved.

**Question:** *Were the students locked in to taking the entire afternoon package or taking only afternoon courses if they wanted to be in the program?*

**William Kester:** The answer is no. It's an open college and this is simply a segment of it that addresses a particular time slot.

**Karen Grosz:** In fact another advantage to the afternoon classes that I've discovered as a dean is

when a student comes within the first three weeks of classes and says, "I just really can't stand this instructor," I am able to say, "Well, fortunately for you we have a class just starting. It's on the mini-semester; it's just starting. It's in the afternoon." And many, many students have taken advantage of that and switched over to this other class. It serves a variety of needs that we just hadn't anticipated initially.

**James Samuelson:** I should mention that in the math and science area the faculty is adamant about having the classes the entire semester and not in a mini-semester. We feel that the math classes and the science classes need to be spread out over a longer period of time. We do not have the late start.

**William Kester:** It doesn't work for everything.

**James Samuelson:** But one thing that we do get is a spill-over from the morning into the afternoon in our intermediate algebra class, the Math 13 class. We have a great demand for that particular class, and so we do have morning students who will take it in the afternoon if they get locked out of the one they wanted, which usually would be a preference for a morning class.

**Karen Grosz:** Which really says something that I don't think we've articulated previously. These were courses in addition to what we were already offering.

**Question:** *Last year I taught an astronomy class the first time we've offered it was 4 to 6, Monday and Wednesday. We were doing this as an experiment to see if anybody would come. It turned out it closed before our evening class closed that I was also teaching. The students in terms of their average, were slightly better than the evening students who are generally a notch better than the morning students. I wanted to see whether you found or the faculty found that, which is really an attraction for faculty to get a group of really top-notch students in a class. This was very late afternoon, from 4 to 6, but it attracted people to some degree who worked a morning or 8 to 3 shift. Then they come to school right after that.*

*Rephrased by Moderator: Did the scheduling pattern attract a better quality of students?*

**James Samuelson:** In my division, I think it was equivalent or about the same as the morning. I didn't see a difference in the grade distributions that the faculty turned in. It was more like the morning than the evening which you're saying are a bit more motivated.

**William Kester:** I think that some of the chemistry here has to do with who the faculty member is. When significant numbers of students want to take a course from a particular faculty member, that enrollment gets impacted in the morning or evening hours--they can't get a class with that faculty member. Then, suddenly, there is a new section open in the afternoon that they can enroll in. In those cases, I think you're getting a highly motivated student signing up for the course. The retention in the social science and humanities courses was better than it is in the typical morning

pattern. I can't give you an exact numerical figure to attach to this. The sense I have is that more than 50% of the students, who signed up for the afternoon classes, completed in all cases. In some cases, we would get completion rates in the 70-80% range. That's high for us.

**Question:** *Do you use the Friday afternoon time as an opportunity to offer one day seminars?*

**William Kester:** That isn't a focus of our instructional program in general. There are some disciplines that do offer short seminars. Early Childhood Education for example has a lot of 16 hour seminars, and Labor Studies has a number of 8 hour and 16 hour offerings that tend to go on Friday, Saturday, or Sunday. I don't know that we have systematically looked at that opportunity.

**Question:** *Was there a recruitment plan for faculty members to try to get faculty members who attract students and would fill classes early?*

**James Samuelson:** When we planned the schedules several months before the semester started, I made it very clear always which courses were called "Afternoon College" classes. As I mentioned, in the sciences there are a lot of other classes offered in the afternoon as well. There would be special needs in working with this group of students, but that was all. I didn't hand pick the faculty. Actually the ones who wanted to teach in the afternoon were quite acceptable.

**Karen Grosz:** I would say the same thing. We really left it to volunteers. We felt that it would kill the whole idea to say to a faculty member, "You will teach in the afternoon." I felt that it was important for the desire to do it to come from the faculty member. In fact, in Language Arts starting this year, I've turned the scheduling over to a faculty committee and said, "You work it out. You figure out the scheduling." That has worked extremely well. I don't think that they give any kind of special attention to who would be a particularly strong faculty member to put into that afternoon time slot. I really don't.

**William Kester:** In my case there were a number of factors occurring. One of the conditions of our collective bargaining agreement is that full-time faculty always get first crack at overload assignments. So if this was not going to be somebody's regular load as a full-time person, then it moved into the overload category, and full-time people had to have an opportunity to teach one of those classes before a part-time person could. I had at least one section where that was the reason that a full-time person took the class. He could teach it as an overload, and he wanted to do that. He might not have been the most stellar choice we could have made, but it worked out fine. In other cases, by the courses we selected I knew who would be teaching that class and it was a class that was going to fill.

**Question:** *I want to repeat my earlier question. How many instructors were part-time and how many were full-time?*

**William Kester:** All right let's take a look at that. In Fall '92 in the Division of Humanities and Social Science there were classes in history, Humanities 1, psychology, and speech. Those were all taught by full-time faculty. In the spring semester, the courses were Philosophy 60 and Political Science 1, and those were also taught by full-time faculty.

**Karen Grosz:** In my area of Language Arts in the Fall '92 the English 1A was taught full-time. In the spring '93 the English 1B, English 102, English 102L, and Humanities 2 were taught full-time. The English 92 was taught by part-time.

**James Samuelson:** In my area it was 75% by full-time and 25% by part-time the first year. I think the second year there was a little more participation by part-time.

**Question:** *Does that change the faculty who were available to teach in the evening or who actually taught in the evening?*

**William Kester:** In my own area there was not any significant impact on that.

**Karen Grosz:** I really don't know.

**James Samuelson:** It didn't change it in any way because a large percentage of the evening program is taught by part-time. We have very few faculty who have take evening as part of their regular assignment.

**William Kester:**

As for the future of the program, we were so favorably impressed by the experience in the first year that we have continued it for a second year, and we plan to continue to develop it as an alternative scheduling pattern--as a coherent identifiable block. Keeping that coherence is an essential feature of it.

Some of you raised questions about integrating courses in the majors or the occupational programs into Afternoon College. That is an area we're starting to look into at this point. We've become established enough that the Records and Admissions office has got the MIS people to create a category of section numbers that are Afternoon College section numbers. Any course that is offered in the afternoon time block in the period between 1 o'clock to 5 o'clock will be in that group of sections. Courses that weren't part of the original Afternoon College program will now be listed in that Afternoon College section of the class schedule, so counselors and students will see courses in art, science, ESL, and other disciplines. These courses will receive additional focus as part of the Afternoon College program. That will bring about a folding-in of the pre-existing

patchwork afternoon schedule with the coherent general education block to make them all a part of the Afternoon College.

**Karen Grosz:** A concern we have is that without controls, expansion can really run amok, and you suddenly discover that you've lost control, that you no longer have a clear understanding of what you're doing. And it's for that reason that we have been content to continue to focus on the G.E. pattern and look at those courses and not work too quickly to start adding in the other variables. Because it really does get out of control very, very quickly. I'm sure, as Bill said, we have other courses within the G.E. pattern, courses that students need for transfer, courses in their majors. That Friday afternoon course that I referenced earlier is actually an American Literature course--that one English faculty member is insistent on teaching from 1 to 4 on Friday afternoon. We do have other courses that are being placed in the same time period, but they're not recognized as part of this presentation because we just don't have the secretarial support and the facilities at this point to start putting all of that into the mix.

**James Samuelson:** I think over time there's a tendency to forget that the Afternoon College is a package and that the times are chosen and selected so that it will all fit together and work. There is always a temptation when you're responsible to make an assignment—a faculty member will come and say, "Well, can I start this five minutes earlier?" or half an hour earlier and so on. We'll have to say, "No! That's an Afternoon College course that must be scheduled at this exact time and we cannot make any change in it." But there is that tendency to forget sometimes that it is not as flexible as they think it should be.

**William Kester:** I think that we've covered in general the full amount of the presentation material that we've intended to give to you today. We've particularly enjoyed your comments and questions, and I'd like to entertain any further ones you might have at this point.

**Question:** *How are certain of the courses such as speech and humanities — are they regular three-unit transfer courses, and if so how are they offered one day a week with a shorter length term?*

**William Kester:** The answer to that is that the length of the class hours is modified, so that the class goes from 2 to 5:15 for a twelve week period instead of from 2 to 5 for 17-1/2 weeks. The number of classroom minutes is equivalent to what it would be over 17-1/2 week semester. Somebody else calculates that for us. Our framework is that we're offering the same number of contact minutes of classroom instruction whether we offer it over twelve weeks on a one day pattern or over 17-1/2 weeks at three days a week.

End.





**SAN JOSE CITY COLLEGE**

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**Del Anderson, President**

## **Afternoon College: A Self-Contained Afternoon Scheduling Approach**

**William Kester, Dean, Humanities and Social Science**

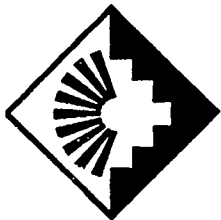
**Karen Grosz, Dean, Language Arts**

**James Samuelson, Dean, Mathematics and Science**

**April 13, 1994**

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**Afternoon College: An Overview**

- **Historical Patterns and Strategic Concerns**
- **Goals and Objectives of the Proposal**
- **Blueprint for the First Year**
- **Analysis of the First Year**
- **Future Development**



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## **Historical Patterns & Strategic Concerns**

- **Traditional Morning and Evening Schedules**
- **Accelerated, Satellite, and Weekend Schedules**
- **Patchwork of Afternoon Offerings**
- **Educational Facilities Master Plan Recommendations**
- **Commission on Innovation Recommendations**
- **Cost-Cutting Strategies**

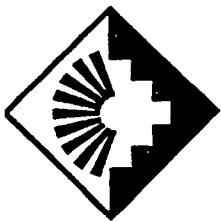


SAN JOSE CITY COLLEGE

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## **Goals and Objectives of the Proposal**

- **A Coherent Block of Courses and Times**
- **Transfer General Education Focus**
- **Efficient Utilization of Facilities**
- **Accommodate Student Work Schedules**
- **Alternative Class Times for Impacted Courses**

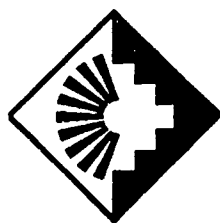


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**Blueprint for the First Year**

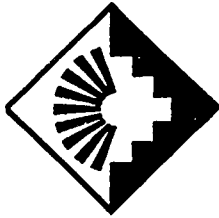
- Identify and Schedule the Courses and Times
  - Precollegiate Skills in Adjacent Time Slots
  - Obtain Support from Full-Time Faculty
  - Publicize through Flyer, Class Schedule
  - “Insurance Clause” on Class Cancellation Policy
-



## **SAN JOSE CITY COLLEGE**

### **Analysis of the First Year**

- **Fall 1992: 257 students in seven GE classes and one precollegiate skills class (Average 32 students)**
- **Spring 1993: 251 students in five GE classes and two precollegiate skills classes (Average 36 students)**
- **WSCH/FTE: 468 Fall; 448 Spring; 459 Overall**
- **Availability of alternative times for required courses was primary reason students enrolled**
- **Facilities utilization improved**



**SAN JOSE CITY COLLEGE**

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### **Future Development**

- **Continue the program as a valuable alternative scheduling pattern**
- **Maintain the coherent block scheduling approach**
- **Affiliate occupational and transfer major courses with the program, but maintain GE focus**
- **Controlled expansion of offerings until a student can meet all GE requirements through the afternoon schedule (Ethnic Studies added Fall '93)**
- **Expand the collaborative approach to other special programs**

San José City College

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**BLOCK SCHEDULE  
FOR  
AFTERNOON CLASSES**

**FALL SEMESTER 1992**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00		English 92		English 92	
1:00	Math 13	Math 13	Math 13	Math 13	
2:00	Biol 21 Lect		Biol 21 Lect	Biol 21 Lab	Human 1
3:00	Speech 20	English 1A	History 1	English 1A	
4:00		Math 61		Math 61	

**SPRING SEMESTER 1993**

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00		English 92		English 92	
1:00	Math 13	Math 13	Math 13	Math 13	
2:00	Geol 10L Lect	Pol Sci 1	Geol 10L Lect	Geol 10 Lab	
3:00	Phil 60	English 1A	Psych 10	English 1A	
4:00		Hum 2		Hum 2	

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## San José City College

**Afternoon College**  
**Census Enrollment Analysis**  
 Fall 1992 and Spring 1993

Section		Dept Name	Course		Census		Weekly		Total		WSCH/		
			No	Enroll	Hours	WSCH	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF	FTEF
Fall 1992													
11536		Biology	21	19	5	95	0.28	335	3.17				
12097		English	1A	26	3	78	0.20	390	2.60				
19070		History	1	34	3	102	0.20	510	3.40				
12462		Humanities	1	40	4	160	0.40	400	5.33				
12583		Mathematics	13	47	5	235	0.33	712	7.83				
12599		Mathematics	61	17	3	51	0.20	255	1.70				
19080		Psychology	10	45	3	135	0.20	675	4.50				
13034		Speech	20	29	3	87	0.20	435	2.90				
Totals Fall 1992													
				257	29	943	2.01	468	31.43				
Spring 1993													
12321		English	1B	12	3	36	0.20	180	1.20				
12367		English	92	25	3	75	0.20	375	2.50				
12372		English	102	33	3	99	0.20	495	3.30				
12374		English	102L	37	2	74	0.05	1480	2.47				
12616		Geology	10	17	3	51	0.20	255	1.70				
12618		Geology	10L	6	3	18	0.15	120	0.60				
12339		Humanities	2	26	3	78	0.20	390	2.60				
13258		Philosophy	60	53	3	159	0.20	795	5.30				
13356		Political Science	1	42	3	126	0.20	630	4.20				
Totals Spring 1993													
				251	26	716	1.60	448	23.87				
Totals 1992-93													
				508	55	1,659	3.61	459	55.30				

# San Jose City College Presents An Option...

{Front Cover}

## For Students With Mornings "On the Go".

{Inside Front Cover}

If you are a new or returning student to San Jose City College, you may want to start planning your semester a little differently. *Afternoon College* can free your mornings and evenings, allowing you to take care of personal or job-related obligations, while you enroll in a full program of transferable afternoon courses. For students who prefer an accelerated program, some classes in *Afternoon College* are even offered as 12-week "mini-semester" courses.

*Afternoon College* allows you to take a pre-defined schedule of courses, all between the hours of noon and five p.m. This "block" of classes includes many of the general education courses required for graduation or transfer to a CSU or UC campus. The program is available to students seeking an Associate degree or to those who have chosen to complete the first two years of a Baccalaureate degree at a community college.

### Who Will Benefit from the Afternoon College Program?

Students who have morning or evening obligations such as jobs or children.

Students who are seeking general education courses, but are unable to enroll in morning or evening classes.

Students whose work or commuting schedules are more compatible with classes meeting once or twice weekly for longer class sessions.

Students who like the idea of studying with a group of their peers enrolled in a similar program.

When you enroll in *Afternoon College*, you'll find a structured schedule that makes registering for courses much easier and eliminates the possibility of scheduling conflicts. And, with *Afternoon College*, learning becomes a shared experience:

## San José City College

You and a group of your student peers will share a "block" of classes over several semesters. This provides you with greater opportunity to develop friendships, study groups, and overall support.

Six enthusiastic faculty members have been selected to teach the first semester of *Afternoon College* courses. You will get to know these instructors individually and will be encouraged to share your learning goals and to take advantage of a uniquely interactive teaching environment.

### 1992-93 Faculty members include:

James Potterton, Psychology Instructor  
Mary Jane Page, English Instructor  
Ray Collins, Speech Instructor  
Kevin Frey, Humanities Instructor  
Eleanor Kendrick, Mathematics Instructor  
Merritt Elmore, Mathematics Instructor

In addition to the excellent learning opportunities offered by the *Afternoon College* program, you may also expect:

**Block Scheduling.** Your general education classes will be planned to avoid scheduling conflicts while helping you complete your transfer or associate degree requirements on time.

**Easier registration.** You will have a much better chance of getting into the classes you need to meet your general education requirements.

**Easier parking.** Parking lots are significantly less crowded in the afternoons.

So, maybe it's time to start planning the best way to schedule your semester. And, at the same time, get a head start on accomplishing your learning goals.

Find out more about the educational possibilities of *Afternoon College* by contacting the Dean of Humanities and Social Science, William Kester at (408) 288-3705.